Common Core Grade Level Standard	English Language Arts Essential Skills and Knowledge (These are tools to be used when needed to scaffold instruction.)	Social Studies Lesson Seeds

CC.PK.R.I.1 – With modeling and support, answer questions about details in an informational text.	• With prompting and support, apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures):
	  o Access prior knowledge and hands on experiences (augmented by those provided in class)
	  o Examine the title, cover, illustrations/photographs/text
	  o Make predictions or ask questions
	  o Set a purpose for reading and identify type of text
	
	• With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational text:
	  o Use text features and graphic aids to facilitate
	  o Understanding
	  o Recall and discuss what is understood
	  o Identify and question what did not make sense
	  o Make, confirm and/or modify predictions
	  o Make connections
	  o Visualize
	
	• With prompting and support, demonstrate understanding orally or in developmentally appropriate writing after reading, viewing, or listening to a text:
	  o Engage in conversations to retell details in the text (See CCSS K SL1.)
	  o Describe what is directly stated in the text
	  o Confirm predictions using details from the text
	  o Identify what did not make sense
	  o Make connections
		When teaching civics, with modeling and support to develop awareness of strategies used for listening and answering questions about the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations. (MD SC-SS.PK1.B.1)
		
		When teaching history, with modeling and support, answer questions about George Washington's life while listening to an informational text.

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CC.PK.R.I.2– With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	• With prompting and support,
	  o Listen to a wide variety of complex informational texts
	  o Use text and graphic features as sources to identify the main topic
	  o Determine the key details from the text
	  o Connect the key details to determine the main topic of a text
	  o Retell the main topic and key details
	  o Participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details
	  o Demonstrate command of the conventions of standard English when speaking and writing (See CCSS K L1, 2.)
		When teaching civics, with modeling and support apply appropriate strategies while listening to increasingly complex informational text to recall details that recognize why people have rules at home and at school. (e.g. taking turns, forming a line.) (MD SC-SS.PK1.A.1)

CC.PK.R.I.3– With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	• With prompting and support,
	  o Access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text
	  o Demonstrate an understanding of sequential order
	  o Retell two events, ideas, or pieces of information, or identify two individuals in a text
	  o Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/ contrast, cause/effect)
	  o Explain how someone might use the text
	  o Demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)
		When teaching civics, with modeling and support, apply appropriate strategies before, during and after listening to increasingly complex informational text to identify themselves as individuals and members of families that have the same human needs as others. (MD SC-SS.PK2.A.1.a&b)

CC.PK.R.I.4– With prompting and support, answer questions about unknown words in a text.	• With prompting and support,
	  o Identify unfamiliar words
	  o Activate prior knowledge and experiences to determine the meaning of unknown words
	  o Use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words
	  o Demonstrate command of the conventions of standard English when
		When teaching geography, with modeling and support apply appropriate strategies before, during and after listening to increasingly complex informational text to recognize that places in the immediate environment have specific physical and human-made features. (MD SC-SS.PK3.B.1)

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	writing or speaking. (See CCSS K L1, 2.)	
CC.PK.R.I.5 – Identify the front cover and back cover of a book.	• With prompting and support, identify information appropriate for the front cover, back cover, and title page	With modeling and support identify information appropriate from the front cover, back cover, and title page to distinguish among past, present, and future time. (See MD SC-SS.PK5.A.1)
CC.PK.R.I.6 - With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	• With prompting and support, name the author and illustrator/photographer and describe the roles of and use the terms for authors and illustrators/photographers.	With prompting and support name the author and illustrator/photographer and use information text and features to compare daily life and objects of today and long ago. (MD SC-SS.K5.A.2)
CC.PK.R.I.7 – With modeling and support, tell how the illustrations/photographs support the text.	• With prompting and support, o Describe the illustrations in a text o Identify commonalities between text and illustrations/photographs or text features; explain how they support each other o Explain how illustrations/photographs contribute to understanding of the text o Cross-check understanding from details provided by the illustrator/photographer compared to information provided by the author o Participate in discussions about the information derived from details in the illustrations/photographs in an informational text o Participate in discussions about how these details contribute to the understanding of informational text o Demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)	With modeling and support, recognize that places in the immediate environment and illustrations/photographs have specific physical and human-made features. (MD SC-SS.PK3.B.1)
CCP.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.	• With prompting and support, o Recall details from a text o Identify a key point(s) in the text such as specific details o Identify specific details that support the point(s)	With prompting and support, identify the reasons an author gives to support points in a text when describing the roles, rights, and responsibilities of being a member of the family and school. (MD SC-SS.K1.C.1)

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	o Answer questions about details and how they support the point(s) in a text	

CC.PK.R.I.9– With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• With prompting and support,
	  o Listen to and discuss a variety of texts
	  o Identify the topic of a text
	  o Recognize texts that have the same topic
	  o Describe people, places, things, and events with relevant details, expressing ideas clearly (See CCSS.K.SL.4.)
	  o Participate in discussions to identify the similarities and differences between two texts on the same topic
	  o Ask and answer questions about key details in a text
	  o Read aloud or presented orally or through other media (CCSS.K.SL.2)
	  o Demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)
		With modeling and support, identify basic similarities in and differences between two texts that have the same topic when discussing different choices people make about meeting their human needs for food, clothing, and shelter. (MD SC-SS.PK2.A.1)

CC.PK.R.I.10 – Actively engage in group reading activities with purpose and understanding	• With prompting and support,
	  o Develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.)
	  o Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases
	  o Use text features, graphic aids, and organizational structures to facilitate understanding
	  o Apply before, during and after reading strategies for a variety of informational texts
	  o Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups (CCSS K SL1)
		With modeling and support, actively engage in group reading activities to:
		• Recognize choices people make because of unlimited economic wants;
		• Recognize that workers do jobs in the home and school;
		• Begin to be aware of technology and how it affects daily life. (MD SC-SS.PK4.A.1,2 &3)

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